

H B RHAME ELEMENTARY

1300 Arrowwood Rd.
Columbia, S. C. 29210

GRADES K-5 Elementary School

ENROLLMENT 410 Students

PRINCIPAL Mikell G. Owens 803-731-8900

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 41 | 53 | 5 | 0 |

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Average | N/A |
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Average | Unsatisfactory | Yes |
| 2004 | Average | Good | Yes |

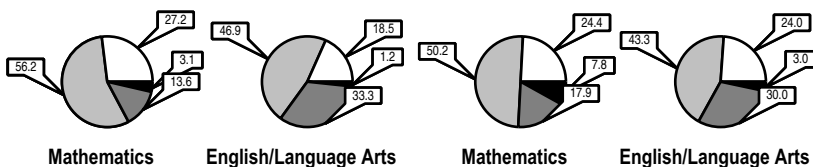
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

56.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 188 | 100.0 | 18.5 | 46.9 | 33.3 | 1.2 | 47.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 96 | 100.0 | 20.0 | 55.0 | 23.8 | 1.3 | 36.3 | | |
| Female | 92 | 100.0 | 17.1 | 39.0 | 42.7 | 1.2 | 58.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 11 | 100.0 | 0.0 | 42.9 | 57.1 | 0.0 | 0.0 | I/S | I/S |
| African-American | 174 | 100.0 | 19.7 | 47.4 | 32.2 | 0.7 | 46.1 | Yes | Yes |
| Asian/Pacific Islanders | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 177 | 100.0 | 16.6 | 47.7 | 34.4 | 1.3 | 49.7 | | |
| Disabled | 11 | 100.0 | 45.5 | 36.4 | 18.2 | 0.0 | 18.2 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 188 | 100.0 | 18.5 | 46.9 | 33.3 | 1.2 | 47.5 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 188 | 100.0 | 18.5 | 46.9 | 33.3 | 1.2 | 47.5 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 130 | 100.0 | 22.8 | 48.2 | 28.1 | 0.9 | 42.1 | Yes | Yes |
| Full-pay meals | 58 | 100.0 | 8.3 | 43.8 | 45.8 | 2.1 | 60.4 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 188 | 100.0 | 27.2 | 56.2 | 13.6 | 3.1 | 32.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 96 | 100.0 | 26.3 | 57.5 | 12.5 | 3.8 | 26.3 | | |
| Female | 92 | 100.0 | 28.0 | 54.9 | 14.6 | 2.4 | 37.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 11 | 100.0 | 0.0 | 71.4 | 14.3 | 14.3 | 0.0 | I/S | I/S |
| African-American | 174 | 100.0 | 28.9 | 55.9 | 13.2 | 2.0 | 30.9 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 177 | 100.0 | 24.5 | 58.3 | 13.9 | 3.3 | 33.8 | | |
| Disabled | 11 | 100.0 | 63.6 | 27.3 | 9.1 | 0.0 | 9.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 188 | 100.0 | 27.2 | 56.2 | 13.6 | 3.1 | 32.1 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 188 | 100.0 | 27.2 | 56.2 | 13.6 | 3.1 | 32.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 130 | 100.0 | 32.5 | 50.9 | 14.9 | 1.8 | 26.3 | Yes | Yes |
| Full-pay meals | 58 | 100.0 | 14.6 | 68.8 | 10.4 | 6.3 | 45.8 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 63 | 100.0 | 22.2 | 46.3 | 29.6 | 1.9 | 31.5 |
| | Grade 4 | 64 | 100.0 | 32.1 | 49.1 | 17.0 | 1.9 | 18.9 |
| | Grade 5 | 55 | 96.4 | 21.3 | 68.1 | 10.6 | N/A | 10.6 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 75 | 100.0 | 24.6 | 33.3 | 39.1 | 2.9 | 42.0 |
| | Grade 4 | 56 | 100.0 | 16.1 | 51.8 | 32.1 | N/A | 32.1 |
| | Grade 5 | 57 | 100.0 | 13.2 | 67.9 | 18.9 | N/A | 18.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 63 | 100.0 | 42.6 | 38.9 | 14.8 | 3.7 | 18.5 |
| | Grade 4 | 64 | 100.0 | 24.5 | 58.5 | 13.2 | 3.8 | 17.0 |
| | Grade 5 | 55 | 100.0 | 14.3 | 69.4 | 12.2 | 4.1 | 16.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 75 | 100.0 | 29.0 | 56.5 | 11.6 | 2.9 | 14.5 |
| | Grade 4 | 56 | 100.0 | 21.4 | 55.4 | 17.9 | 5.4 | 23.2 |
| | Grade 5 | 57 | 100.0 | 32.1 | 54.7 | 11.3 | 1.9 | 13.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 410) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 5.2% | Up from 2.2% | 3.4% | 2.7% |
| Attendance rate | 95.6% | Up from 95.5% | 96.1% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 3.2% | | 5.2% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.1% | | 3.5% | 3.5% |
| Eligible for gifted and talented | 9.3% | Down from 13.2% | 11.4% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 2.7% | Up from 1.5% | 9.5% | 8.2% |
| Older than usual for grade | 1.0% | Up from 0.8% | 1.3% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 2.0% | Up from 1.0% | 0.0% | 0.0% |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| Teachers (n= 27) | | | | |
| Teachers with advanced degrees | 59.3% | Up from 57.1% | 47.6% | 51.4% |
| Continuing contract teachers | 85.2% | Down from 89.3% | 88.1% | 87.5% |
| Highly qualified teachers** | 100.0% | N/A | 95.8% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 88.5% | Up from 87.8% | 86.4% | 86.7% |
| Teacher attendance rate | 95.9% | Down from 96.8% | 94.6% | 94.9% |
| Average teacher salary | \$43,352 | Up 3.7% | \$39,961 | \$40,760 |
| Prof. development days/teacher | 14.9 days | Down from 15.1 days | 12.9 days | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.0 to 1 | Up from 18.5 to 1 | 18.5 to 1 | 18.9 to 1 |
| Prime instructional time | 91.0% | Down from 91.5% | 89.5% | 90.0% |
| Dollars spent per pupil* | \$5,849 | Down 5.8% | \$6,002 | \$6,044 |
| Percent of expenditures for teacher salaries* | 73.6% | Down from 74.5% | 65.4% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Average | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 91.3% | 92.0% |
| Highly qualified teachers in high poverty schools** | 90.3% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

H. B. Rhame, Jr. Elementary School made significant progress during the 2003-2004 school year.

One teacher continues to be an Education Leadership Partner for the SC Aquarium and conducts workshops statewide. Several teachers have entered post-graduate degree programs, and three are pursuing National Board Certification. One hundred percent of the faculty have met the District Technology Standards of satisfactory or above. In addition, all students participated in a school-wide Science Fair.

Test results indicated a need to focus additional efforts to improve language arts and math skills. We have an eighteen-week Skill Development Program and a computer program to reinforce skills taught in both language arts and math.

We continued a Behavioral Intervention Program for students who need help in improving social skills.

We continued Breakthrough to Literacy in kindergarten and first grade to develop the skills and knowledge our young learners need to become competent readers. The Accelerated Reader Program was used in grades 1-5.

Maintaining a competent certified staff will continue to move larger percentages of students to scores of basic or above on PACT.

Community involvement is a great asset to our school. In addition to our strong volunteer program, we have two Lunch Buddy Programs and 20 mentors. Kid's Caf  is an after-school program sponsored by a community church. The PTO raised \$10,000 that provided additional support to our school.

The most challenging issue facing our school is the high mobility rate of our students and their lack of social development skills. Limited parental reinforcement of skills at home prevents sustained progress in student achievement. Parent participation in some school activities is becoming increasingly lessened and requires greater incentives.

Mikell G. Owens, Principal, H. B. Rhame, Jr. Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 28 | 52 | 37 |
| Percent satisfied with learning environment | 85.7% | 75.0% | 88.2% |
| Percent satisfied with social and physical environment | 89.3% | 73.1% | 81.1% |
| Percent satisfied with home-school relations | 48.1% | 80.8% | 72.7% |

*Only students at the highest elementary school grade level at this school and their parents were included.